

The Building Blocks of Language: Lesson Plan 5

After PE and Cooldown

Use the class song.

Today We Are Learning

This week we learned that words are things we can work with. We can look at a word. We can say it. We can listen for its syllables. We can look inside it for things we already know. Today we are going to use those tools on one word.

Today's Word

HABITAT

Teacher Reference

Do not explain what habitat means yet. Do not begin by showing students the smaller words that can be found inside it. Begin with the whole word and let students search.

The class will first work with the spoken word and its syllables. Then students will look through the written word for smaller words they recognize. Before the lesson ends, make sure the target words in the Teacher Board Guide have all been produced and are visible, even if students do not discover every one independently. Do not explain why those particular words will remain important.

Begin With the Whole Word

Write only: HABITAT. Ask: "What do we do when we meet a word?" Let the class begin using the familiar routine.



SAY IT

Give everyone time to look at: HABITAT. Say the whole word naturally: habitat. Let individual students say it. Then say it together as a class.



CLAP IT

Tell the class: "Let's listen for the syllables." Clap: 🖐 HAB 🖐 I 🖐 TAT

Ask: "How many syllables did we hear?" Three. Put the syllables on the board: 🖐 CLAP IT: HAB | I | TAT

- come to the board
- point to each syllable
- draw the syllable lines
- clap while another student points

- copy the word and mark the syllables on paper
- say one syllable
- say the whole word again

Then return to HABITAT and say the whole word naturally again.

♀ FIND WHAT WE KNOW

Now change the question. Ask: “What words can you find hiding inside HABITAT?” Leave HABITAT intact on the board. Give students time to search through the letters. Let them point, come to the board, circle, underline, work together, or work independently on paper if appropriate. Do not immediately produce the list for them. The search is part of the lesson.

Teacher Board Guide

After students have had time to search, make sure the class has seen all of these before the activity moves on: A, I, IT, AT, BIT, HABIT, and A BIT.

Students may discover some of these themselves. For anything the class does not find, the teacher can say: “I found another one. Can you see it?” Then point to or mark it inside HABITAT.

The goal is for the final board to preserve the full collection. Do not tell students that these are necessarily the pieces that built the word habitat. For today, they are simply words we can find and recognize inside the written word.

Keep the Two Kinds of Looking Visible

The board can now show: HABITAT ♀ CLAP IT: HAB | I | TAT ♀ FIND WHAT WE KNOW: A, I, IT, AT, BIT, HABIT, A BIT.

Ask: “Did looking for syllables give us the same things as looking for words we know?” Let students notice and talk. There is no need to solve everything today.

Student Participation and Writing

By Lesson 5, students who can should be doing more of the work.

- write HABITAT
- mark HAB | I | TAT
- circle a word they find
- underline a familiar word
- come to the board and point
- copy the words the class discovers
- work with a partner
- read the discovered words aloud
- help another student find one

Encourage writing when it supports the investigation. But the same classroom rule still applies: THE PAPER SHOULD NOT OVERTAKE THE DRILL. If writing becomes the difficult task instead of working with the word, return to pointing, speaking, clapping, listening, or shared board work.

End-of-Lesson Game: Build With What We Found

Keep the words visible: A, I, IT, AT, BIT, HABIT, and A BIT. Now tell the class: “We took one word and found all of these familiar words. Now let’s use some of them.”

Choose at least three of the words. Students can:

- make a sentence
- say a sentence aloud
- write a sentence
- tell a tiny story
- work with a partner to make a story
- draw a picture and tell or write a sentence about it

If a student needs to know what one of the found words means, such as habit, the teacher can explain that individual word. The activity is not a grammar test. Let the sentences and stories be simple, strange, funny, or imaginative. The goal is to take language the class found and do something with it.

Before the Lesson Ends

Make sure the board still contains HABITAT and: A, I, IT, AT, BIT, HABIT, and A BIT.

Do not erase the investigation by replacing it with a definition of habitat. Do not explain the larger word yet. Today the class found what it could find. That is enough.

Today’s Discovery

We started with one word: HABITAT. We listened and found three syllables: HAB | I | TAT. Then we looked at the written word and found familiar words inside it: A — I — IT — AT — BIT — HABIT. We even used some of what we found to make something new.

Today’s Big Idea

WORDS ARE THINGS WE CAN WORK WITH.

We can hear things inside them. We can see things inside them. We can find things we already know. And what we find gives us somewhere to begin.

Teacher Word Definitions

A — one person, thing, or idea. Example: a dog

I — the person speaking. Example: I can read.

IT — a word used for a thing, animal, idea, or situation. Example: It is here.

AT — tells a place, point, or time. Example: at school

BIT — a small piece or amount; also the past tense of bite. Example: a bit of cake

HABIT — something a person does regularly or repeatedly. Example: Brushing your teeth can be a habit.

A BIT — a small amount or a little. Example: I am a bit tired.